Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 2: WRITING FROM NOTES Week 2 Page 17-26

Connecticut State Standards

Language Arts

Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Key Ideas and Details**

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	**CT.CC.SL .6.**	**Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	**CT.CC.S L.6.**	**Speaking and Listening Standards**

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**

STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**

STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not'').

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.S L.6.	Speaking and Listening Standards

STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 3: RETELLING NARRATIVE STORIES Week 5 Page 45-52

Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
DOMAIN / CONTENT STANDARD	**CT.CC.SL .6.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
DOMAIN / CONTENT STANDARD	**CT.CC.S L.6.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards

Language Arts

Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**

INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.SL.6.	Speaking and Listening Standards
STATE FRAMEWORK		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
GRADE LEVEL EXPECTATION	SL.6.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards
STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration

GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English

GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(c)	Recognize and correct inappropriate shifts in pronoun number and person.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI.6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**

GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		**Research to Build and Present Knowledge**

GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**

INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(c)	Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

DOMAIN / CONTENT STANDARD	CT.CC.W.6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 13 Page 115-126

Connecticut State Standards

Language Arts

Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	**CT.CC.RI .6.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		Text Types and Purposes

GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').
DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Range of Writing

GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL.6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	**CT.CC.SL .6.**	**Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / CONTENT STANDARD   **CT.CC.W.6.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD   **CT.CC.W.6.** **Writing Standards**

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD   **CT.CC.L.6.** **Language Standards**

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.6.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(e)	Establish and maintain a formal style.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.9.	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L. Language Standards 6.	
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.6.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. Language Standards 6.	
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.6.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. Language Standards 6.	
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.4.	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RI.6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI.6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI.6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

GRADE LEVEL EXPECTATION	RI.6.9.	Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2(a)	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic.
INDICATOR	W.6.2(e)	Establish and maintain a formal style.
INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Research to Build and Present Knowledge

GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

INDICATOR	W.6.9(a)	Apply grade 6 reading standards to literature (e.g., ''Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics'').

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	**CT.CC.SL .6.**	**Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**SL.6.1.**	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**

INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**

INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**

INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards

Language Arts

Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.

GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity

GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details

GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure

GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas

GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	W.6.3.	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.6.1.	**Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.**
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.6.1.	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	L.6.2.	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	L.6.3.	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.6.3(b)	Maintain consistency in style and tone.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.

DOMAIN / CONTENT STANDARD	CT.CC.L.6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Connecticut State Standards
Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

DOMAIN / CONTENT STANDARD	CT.CC.RL.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

GRADE LEVEL EXPECTATION	RL.6.5.	Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.
GRADE LEVEL EXPECTATION	RL.6.6.	Explain how an author develops the point of view of the narrator or speaker in a text.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.6.3.**	**Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.**
INDICATOR	W.6.3(a)	Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
INDICATOR	W.6.3(b)	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
INDICATOR	W.6.3(d)	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
INDICATOR	W.6.3(e)	Provide a conclusion that follows from the narrated experiences or events.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

DOMAIN / CONTENT STANDARD	CT.CC.W. Writing Standards 6.	
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.SL .6.	Speaking and Listening Standards

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
INDICATOR	SL.6.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
INDICATOR	SL.6.1(c)	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Conventions of Standard English
GRADE LEVEL EXPECTATION	L.6.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Knowledge of Language
GRADE LEVEL EXPECTATION	L.6.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
INDICATOR	L.6.3(b)	Maintain consistency in style and tone.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use

GRADE LEVEL EXPECTATION	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.5.	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
INDICATOR	L.6.5(a)	Interpret figures of speech (e.g., personification) in context.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards

STATE FRAMEWORK		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Language Arts
Grade **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RL.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RL.6.2.	Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RL.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

DOMAIN / CONTENT STANDARD	CT.CC.R L.6.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
GRADE LEVEL EXPECTATION	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
GRADE LEVEL EXPECTATION	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings
GRADE LEVEL EXPECTATION	RI.6.5.	Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

DOMAIN / CONTENT STANDARD	CT.CC.RI .6.	Reading Standards for Informational Text

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
GRADE LEVEL EXPECTATION	W.6.6.	Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

DOMAIN / CONTENT STANDARD	CT.CC.W. 6.	Writing Standards
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
INDICATOR	L.6.1(e)	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.2.**	**Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.**
INDICATOR	L.6.2(b)	Spell correctly.

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.6.4.**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.**
INDICATOR	L.6.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
INDICATOR	L.6.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

DOMAIN / CONTENT STANDARD	CT.CC.L. 6.	Language Standards
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.